

**2019-2020 P-TECH and ICIA Planning Grant**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID Authorizing legislation GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
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Application stamp-in date and time

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Grant period from March 1, 2019 - August 31, 2020☒ Pre-award costs are not permitted.**Required Attachments**

Attachment 1: Documentation of Collaboration

Amendment NumberAmendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**

Organization	Buckholts ISD	CDN	166-907	Vendor ID	74-2007280	ESC	06	DUNS	100847813
Address	203 South 10th		City	Buckholts	ZIP	76518	Phone	254-593-2744	
Primary Contact	Nancy Sandlin	Email	nsandlin@buckholtsisd.net			Phone	254-593-3011		
Secondary Contact	Kris Shaver	Email	kris.shaver@buckholtsisd.net			Phone	254-627-0500		

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Nancy Sandlin Title SuperintendentEmail nsandlin@buckholtsisd.net Phone 254-593-3011Signature  Date 11/30/18Grant Writer Name Signature Date ☐ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Only 40% of students who graduate from rural Buckholts ISD (BISD) are college ready. This is significantly lower than the State's percentage of 56.4%. (Source: 2016-2017 TAPR)	During the grant funding period BISD plans to strengthen its linkages with Temple College, as well as, with the campus and Cameron Head Start Center. Collaboration with these organizations and the local workforce development board will ensure rigorous academic and work-based learning programs are providing clear pathways to regional employment opportunities.
Over 24% of the surrounding population suffers from unemployment, while the State's average is 6.4%. (Source: 2016 American FactFinder)	BISD's students will be better qualified to obtain a position in a high-demand career field because of the real-world experiences that will be obtained through its partnership with the campus and Cameron Head Start Center. Thus, leading to a decrease in unemployment rates and producing self-sustaining individuals.
The district needs to increase the number of self-sustaining individuals that graduate high school. Over 50% of the surrounding population make less than \$25,000 a year, compared to only 22.1% for the State.	BISD will target Education and Training to enable the participants of the program to receive high-demanding jobs. The average salary of the expected occupations is \$46,200, which is \$6,987 more than the current average in the targeted area.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Buckholts School's SMART goal will ensure the district can establish a P-TECH Campus by the 2020-2021 school year. The SMART goal includes: Specific – (What) To provide students with a smooth transitional experience to post-secondary education and the workforce; and (Why) To address the challenges employers face in hiring skilled employees to fill middle-skill jobs in high-need industries; Measurable – To increase the percentage of students who graduate high school with an associate degree, a two-year post-secondary certificate, or industry certification, and complete work-based education; Achievable – To receive buy-in from local businesses and an IHE as seen in the attached letters of support; Relevant – The lack of college and career ready graduates; and Timely – By the 2020-2021 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

In developing the benchmarks to measure the progress towards meeting the SMART goal, the district created a timeline for each quarter. During the 1st Quarter (March-May 2019) of the grant, the following benchmarks were created: Identify and recruit members to become members of the Leadership Design Team; Host at least 2 Leadership Design Team Meetings; Identify and recruit members to become members of the Advisory Council; Create a link on the district's website that will provide a link to P-TECH, which will allow the district to post all meeting agendas and minutes, as well as, other required postings; and Create a projected student enrollment into the P-TECH Program with percentage of demographics: students who are at-risk as defined by PEIMS (TEC 29.081), ethnicity, first-generation college students, English Language Learners, students who are economically disadvantaged, and students who receive Special Education Services.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

During the 2nd Quarter of the program (June-August 2019), the following benchmarks will be established to measure progress:

- Create a formal recruitment plan that includes: a. Marketing materials and timelines (in English/Spanish if so required) b. Methods used to obtain input on the implementation of the program from parents, community, business and post-secondary partners, c. Regular activities to educate students, parents, counselors, community, staff and school board members; and
- Provide TEA a signed and dated MOUs from the business partners that fulfill the statutory requirements, outline roles and responsibilities, and identify the in-kind match and work-based learning experiences for students. In addition, the district will obtain an MOU and articulation agreement from the IHE to fulfill statutory requirements.

Third-Quarter Benchmark

Benchmarks to be used to measure the program's 3rd Quarter progress (September-November 2019) include the following:

- Create the TEA required Implementation Plan;
- Develop a plan for wrap-around services to provide academic and social/emotional support for student success to include: a. Academic mentoring and support for intervention and acceleration. b. Counseling/guidance/student advisory services. c. Social/Emotional supports such as parent outreach, connections to social services (as needed), and peer mentoring;
- Create a plan for the flexibility of in class scheduling and implementation of academic mentoring;
- Propose the implementation of a CTE program of study supported by regional labor market data and a crosswalk, which provides a clear plan for a structured sequence of courses to combine high school and post-secondary courses; and
- Prepare and submit for ICIA designation.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

To monitor the attainment of the program's goals, strategies, and objectives, Buckholts School will ensure that clearly specified and measurable processes/procedures are in place. The P-TECH designation process will include: Feedback from partnering agencies at Leadership Design Team meetings, as well as, P-TECH designation meetings; Surveys for parents and students to ensure that information and feedback strategies are being implemented successfully; and Questionnaires for the TEA-assigned Technical Assistance Provider (TAP), evaluating the district's planning strategies/progress in completing the implementation plan/P-TECH Blueprint. Buckholts School will evaluate the program and ensure it is on target to meet its proposed outcomes. The Project Director will be required to collect data and complete the TEA required reports to be submitted for review. The following illustrates the data to be collected and when:

- Student-Level Data: Data reports of projected student enrollment into the P-TECH Program with the following demographic percentages: Student enrollment; At-risk; Ethnicity; First-generation college students; English Language Learners; Economically Disadvantaged; and Special Education. This data will be collected as soon as the students enroll in school and are assigned classes. Student logs/surveys will be kept, detailing academic mentoring, intervention and acceleration, counseling, and student advisory services for academic and social/emotional support.
- Program Planning: Leadership Design Team Members, Meeting Dates, Agendas and Meeting Minutes (including attendance) will be posted on the school's website and submitted regularly to the Project Director.
- Recruitment Plan includes: Marketing materials and timelines; School meetings to obtain input about the implementation of the program from parents, community, businesses and post-secondary partners; and Regular activities to educate students, parents, counselors, community, staff and school board members.

Formative evaluation processes outlined provide for identification/correction of problems throughout the duration of the grant. By administering surveys and collecting/consolidating formative data in a database on an on-going basis, the Project Director will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals/objectives. If any of the of the initiatives are ineffective, the Project Director, campus/district staff, TAP, IHE staff, and partnering businesses will convene to discuss alternatives.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- ☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- ☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The Leadership Design Team will formalize a process to identify, recruit, and enroll sub-populations that are historically underrepresented in college courses (e.g., first-generation college goers, low socioeconomic status, minorities etc.).

Recruitment – A timeline of recruitment events will be created as a guide for the recruitment and marketing process. Materials will be developed, such as brochures and marketing in Spanish/English for distribution at feeder schools and other appropriate community locations. A written plan will be prepared/approved for targeting identified audiences through media outlets (local/school newspaper, Facebook), daily announcements, campus website, and school marquee.

Enrollment – 1) The Project Director and/or Counselor will conduct an in-depth orientation and interview for the parent/guardian and student, covering the structure, goals, intent, and standard expectations. 2) The student and parent/guardian will complete the enrollment application and written essay and will submit it in person to an administrator of Buckholts School. 3) The application/written essay will be reviewed blindly with all identifying information hidden. 4) Applicants meeting the selection criteria will be placed in a random lottery draw to select the future P-TECH cohorts. 5) The selected applicants and their parents/guardians will be notified by the Project Director/Counselor two-weeks following the selection. 6) The parents/guardians and students will have two-weeks to notify the Project Director or Counselor of their acceptance/rejection of the invitation to become a member of the P-TECH campus. 7) A second random selection will be held to fill any vacancies to meet the TEA agreed upon maximum cohort size.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

Buckholts School in partnership with Temple College, will design a program that will transform the traditional curriculum sequence and methods of instruction to allow for a closer alignment between high school and college. The Leadership Design Team, with assistance from the TEA-assigned TAP, will develop a course of study list and crosswalk templates to be set forth in the P-TECH Blueprint. These will provide clear plans and outcomes for a structured sequence of courses that combine high school and post-secondary courses to students in grade levels 9-12.

The course of study list will detail the series of courses a student will be required to complete before he/she can move on to the next level in their education. For example, a student will be required to successfully complete English I prior to taking English II. The course of study will encompass all the courses a student will take beginning their 9th grade year and continuing through their 12th grade year.

In addition to their core area classes (Math, Science, English, and Social Studies), students will also be able to select a program of study that will ensure that they are career ready. Each student's course of study will be aligned to a crosswalk, which will detail the college credit that will be obtained for each selected course. This will include the identified college course name, college course number, and college course credit. In this manner, the academy can ensure that the program successfully combines the high school and post-secondary courses; thus, the student can graduate with a high school diploma and an associate's degree within the sixth anniversary of the date of the student's first day of high school.

Once the campus is P-TECH designated, campus administrators will work in close partnership with Temple College, the campus and Cameron Head Start Center to allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences that are proposed during and after the planning phase of this program. The Business Partners will track and monitor the students' hours that are obtained during internships/externships. These hours will be submitted to the Project Director who will share the information with Temple College so that they can obtain their Cooperative Education credit hours.

The success of this program will be ensured by creating a:

Shared Vision and Understanding of Roles and Responsibilities -

- Expectations for students and parents;
- Memorandum of Understanding between education partners; and
- Memorandum of Understanding between business partners.

Culture of Learning and Support -

- Focus on rigorous instruction, accelerated coursework, and work-based education;
- A college-going, career-focused culture that provides high school students with access to college facilities, internships/externships, and other services;
- Student support systems including tutoring, counseling, and mentoring; and
- Collaborative teaching and professional development.

Focus on Outcomes -

- Increase high school graduation and retention for students at-risk of not graduating;
- Reduce barriers to college access for first-generation college-goers;
- Increase attainment of post-secondary education and training;
- Increase students' career readiness in career fields of high-demand that offer competitive pay; and
- Reduce the unemployment and poverty rates in the targeted area.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

QUALITY OF PROPOSED IHE PARTNERSHIPS. (10 PTS.) Temple College has a history of successfully coordinating with Early College High Schools (ECHS) and school districts to provide students with college experience while still in high school. The campus' size is large enough to offer a diverse array of programs, majors, and services to suit every interest, while never losing sight of the needs of each individual student. Temple College offers more than 60 college programs and areas of study, including degrees and certificates in a variety of liberal art, social science, business, math, science, technology, and allied health fields of study. Founded in 1926, Temple College has enjoyed an excellent academic reputation for 90 years and is nationally recognized for excellence in its programs from the visual and performing arts to competitive athletics and has become one of the premiere institutions in the state for education and training of health care providers. This experience makes Temple College an ideal IHE partner for the P-TECH Program. In order to establish and maintain a strong partnership with Temple College, the district and campus administration will meet with the College President, Dean of Pre-College High School Programs, Liaison, and Counselor to develop an MOU to include all the agreed upon duties and responsibilities as required by this grant. Each of the agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, the district and college representatives will meet regularly to review student outcomes and address any issues. Finally, each year the college and school administration will meet to review and renew the MOU if needed. The district has obtained a letter of support, that was signed by Ms. Glenda Barron, which details their commitment to this project. **IHE LETTER OF SUPPORT (2 pts.)**

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

BUSINESS PARTNERSHIPS (10 pts) Buckholts School will partner with two separate businesses as detailed below:

BISD Campus: Will provide students with work-based training to include hands-on instruction from teacher mentors, as well as, a minimum of 30 hours of work-related trainings that can go towards receiving a teacher certification and/or an Associate's Degree. The participating students will also be provided with the equipment and supplies. During the program, students will be allowed to practice lesson planning, grade student coursework, and enter results into the online system to monitor student assignments.

Cameron Head Start Center: Will provide students with work-based training, which will consist of a minimum of 30 hours of working in a comprehensive child development program for low-income families with children age 3 to 5. In addition, all equipment and materials required to complete tasks will be furnished for the student.

The campus will work with district officials to create an externship program to participating students. In addition, to establish and maintain strong partnerships with Cameron Head Start Center, the school and campus administration will meet with the authorizing officials of each agency to develop their separate MOUs. Each MOU will include the agreed upon duties and responsibilities for each agency. The agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise. To maintain a strong partnership, the school representative will meet with the business representatives to review student outcomes and address any issues. These meetings will be conducted jointly, so that ideas can be shared and solutions to issues can be presented. In addition, separate quarterly meetings will be held with each of the partnering businesses in order to provide each business with privacy and discretion. Finally, each year the school administration will meet with each business to review and renew the MOU. This will provide each agency the opportunity to modify the MOU as deemed necessary. The school has obtained a letter of support from each business, that was signed by the President/CEO, which details their commitment to this project. **BUSINESS PARTNERS LETTERS (4pts.)**

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

To ensure that the program receives consistent, high-quality management, the Project Director will be assigned to oversee the program. This individual will be required to hold a minimum of a Master's Degree in Educational Management and a minimum of 5 years' experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors. The Project Director, campus/district administrators, and the TAP will develop an articulation agreement with Temple College that will detail how the associate's degree and accrued credits can lead to a baccalaureate degree, while still offering a work-based education for 100% of the participating students. Additionally, businesses will be identified and recruited to take part in the program. Partnership agreements will be established that will detail the appropriate work-based education that will be provided to students. The Project Director, campus/district staff, IHE staff, and partnering businesses' representatives will all be part of the Leadership Team, which will meet on a quarterly basis. During this time, the team will determine if the campus is demonstrating progress in meeting milestones and objectives that have been set forth in the grant. Based on these findings, a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus websites. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Buckholts School will work with the Workforce Development Board to create clear pathways that will address regional employers' workforce needs. During the preparation of the application, BISD contacted Ms. Susan Kamas, Workforce Solutions of Central Texas's Executive Director, to request a list of high-demand occupations. Ms. Kamas researched the current trends, as well as, projected occupation growth based on economic and business industry growth.

Utilizing this data, Buckholts School will respond to these occupation opportunities by developing innovative high school models that will provide wrap-around services that immerse students in rigorous educational opportunities that identify Texas labor market demands, respond to employer needs, and focus both on educational and employment outcomes. This will include:

- Mentoring;
- Articulation of credits from high school to college;
- Flexibility in scheduling; and
- Work-based education (i.e. internships and externships).

Buckholts School and Workforce Solutions of Central Texas will collaborate to identify employers for students upon receipt of their certification, diploma, and associate's degree.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. Project Director stipend to oversee the program	\$4,000
2. Substitute pay so that teachers can attend targeting trainings	\$2,000
3. Employee benefits	\$1,020
4.	
5.	
Professional and Contracted Services (6200)	
6. Consultant fees to provide PD training to effectively prepare teachers	\$5,000
7. IHE fees to assist in credentialing teachers for identified program of study	\$7,000
8.	
9.	
10.	
Supplies and Materials (6300)	
11. Equipment and supplies necessary for program implementation	\$25,118
12.	
Other Operating Costs (6400)	
13. Travel to attend trainings that will prepare teachers to be credentialed	\$3,000
14.	
15.	
Capital Outlay (6500)	
16.	
17.	
Total Direct Costs	47,138
Total Indirect Costs	2,862
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	